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ABSTRACT

This revised curriculum is designed to provide intervention strategies for both professionals and paraprofessionals to use with children with disabilities who are functioning in the birth to 24-month developmental range. The curriculum is based on normal sequences of development but does not assume even development across domains. The curriculum recognizes the importance of teaching adaptive skills that temporarily or permanently replace normal skills as necessary. The curriculum focuses on 26 developmental areas: visual pursuit and object permanence; motor and visual object permanence; auditory localization and object permanence; attention and memory; concept development; understanding space; functional use of objects and symbolic play; problem solving; visual perception; prevocabulary/vocabulary; imitation: sound and gestures; responses to communication from others; conversation skills; self-direction; social skills; self-help skills (eating, dressing, grooming); fine motor skills (tactile integration, reaching, grasping, releasing, manipulation, and bilateral skills); visual-motor skills: pencil control and copying; and gross motor skills (prone, supine, and upright). For each of these areas the following information is presented: materials needed, procedures, use in daily routines, adaptations, and evaluation criterion. An assessment log and developmental progress chart is provided. (JDD)

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